

Level 3

Suitable for:	young learners aged 5–7 years who have completed 200–300 hours of study in English
Type of English:	British
Headwords:	up to 1000
Words per page:	up to 30
Key grammar:	Imperatives, past simple (regular and irregular verbs), past simple + infinitive, past continuous, future (going to and will).

Summary of the story

Wendy and her brothers are visited by Peter Pan, their favourite storybook character. He teaches them to fly (they must think nice thoughts) and they visit Neverland, where they meet the Lost Boys, Tinkerbell, a fairy, the mermaids and Tiger Lily, a native American girl. The bad pirate Captain Hook who hates Peter Pan, captures them but they escape. Wendy and her brothers return home to London and the Lost Boys come too. Many years later, he comes to visit them and is still a young boy!

Background to the story

This is an adaptation of the classic tale written by J. M. Barrie and first published in 1911. The story is often staged as a play. J. M. Barrie wrote many plays and other stories for adults. There is a statue of Peter Pan in Kensington Gardens, London.

Topics and themes

Animals Mermaids are half human, half fish. Make up some more half-animal half-human creatures.

Family Wendy's family, her brothers, mother and daughter, Jane, can introduce a discussion on generations. Wendy is the oldest child in her family. Who in the class are also the eldest, the middle, or youngest child? The Lost Boys, on the other hand, are orphans. What is an orphan?

Friendships Peter Pan has many friends in Neverland. He forms a group with the Lost Boys. He has a special friend Tinkerbell. He becomes friends with Wendy. There are different kinds of friends: special ones, every day ones, groups. What kind of friends do the pupils have?

Magic Mermaids, flying and staying young forever are three magical things in the story. Choose one of these for further work. Would the pupils like to stay young forever or prefer to grow up?

My house Wendy's house in London and the house under the tree in Neverland are very different. What do they think would be the good and bad points of each?

Transport The pupils could, for example, find out how sailing ships moved and collect pictures of them.

Making use of the Reader

Jane's Visit You could suggest that, at the end of the story, Jane visits Neverland with Peter Pan. Ask the pupils to work in pairs to describe what is still there. Display the descriptions. Pupils can vote for the display they like best.

Hat parade Lots of people in the story wear hats or headdresses, Peter Pan, Captain Hook, native Americans, Pirates. Using card, coloured paper, fabric or feathers, pupils can choose, design and make the different headwear.

Using the accompanying audio

During listening – whole class prediction. Play the audio all the way through. During the second playing, stop just before a dramatic event (such as on p. 8, when Wendy begins to fall, or p. 22, when the children are captured) and ask the pupils to tell you what happens next, then listen to see if they are right.

Dramatization Pick out one scene (let the pupils choose it) to act out. Pupils can listen to their scene on the audio first. Record (on an audio or video device) the scene.

Listening for specific information

Pronoun Practice Using the hats for the parade, character masks, or simply name labels on sticks the pupils can practise noun/pronoun linkage. Make sure the pupils represent the characters between them (You don't need the Mermaids or the native Americans except Tiger Lily for this). Play the audio all the way through. On the second play through, stop at sentences with selected personal pronouns. Ask the pupils to stand or wave their labels etc. if they represent the character referred to by the pronoun.

Notes on using the photocopiable activities

Activity 1 The pupils match the pictures to the descriptions. You could extend this by asking for character names as well.

Activity 2 The pupils learn new words for ships, which you may want to go over first, or which may link to the topic ships and transport. You could extend this to other ship vocabulary, hull, deck, prow, stern if needed for other work. Just add leader lines and label spaces as needed or add to a summary picture on board. Pin up the finished coloured pictures.

Activity 3 The pupils read the sentences and decide if they are true or false.

Activity 4 Pupils play in pairs. One pupil draws ten boys in the squares on his/her grid. The other guesses a square by giving the number and letter. The first player says Yes or No to indicate whether there was a boy in the square. The second pupil has ten chances to find as many boys as possible. The pupils then change roles.

Peter Pan

Name

Activity 1

Here are pictures of five people from the story. Match them to the right description by drawing a line between the picture and the right box. One has been done for you.

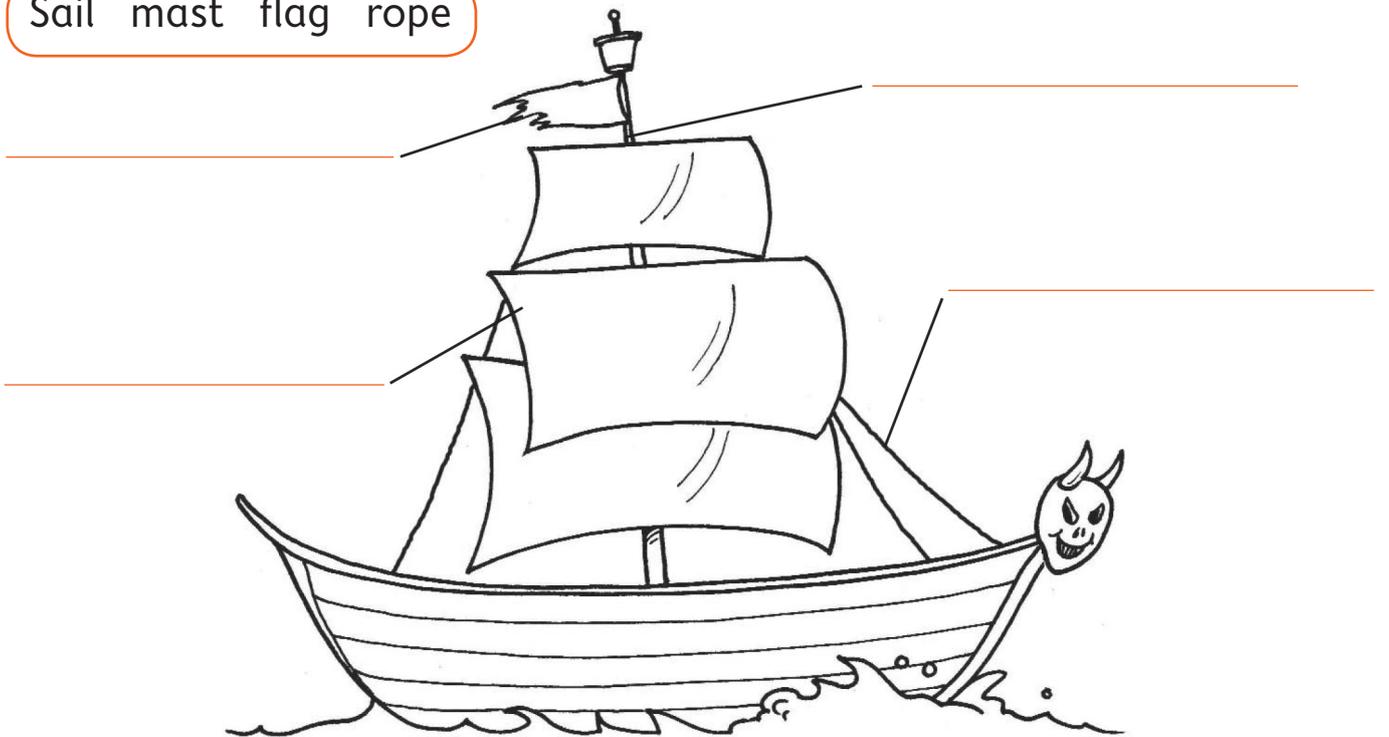
- a mean pirate
- Wendy's brother
- has lots of teeth
- Peter Pan's fairy friend
- half fish, half girl



Activity 2

Label the picture of the ship with these words:

Sail mast flag rope



When you have finished, colour in the picture.

Activity 3

Read the sentences and write *True* or *False*.
Correct the false sentences.

- 1 Peter Pan cut off Captain Hook's leg
False. He cut off Captain Hook's hand.

- 2 Wendy and her brothers flew by thinking of crocodiles.

- 3 Peter Pan lived under a tree.

- 4 Tiger Lily was a mermaid.

- 5 Peter Pan never wanted to grow up.

- 6 Wendy forgot about Peter Pan.

Activity 4

Find the lost boys! Draw ten lost boys in the boxes.
Ask a friend to guess where the boys are. Your friend has ten chances.



	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						

Peter Pan

Chants help pupils become familiar with the sounds and rhythm of English. The language in each chant recycles language from the Reader.

Suggested procedure

Pupils listen to the chant one or two times, clapping their hands or tapping their desks in time with the rhythm. Pupils then say the chant, verse by verse, with you, beating the rhythm as they speak, until they are familiar with the words and the rhythm.

You can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

Chant 1

Do you want to fly, Michael?
Think about chocolate

Do you want to fly, John?
Think about holidays

Do you want to fly, Wendy?
Think about your mother

Soon you'll fly
Soon you'll fly

Chant 2

I'm Captain Hook
I've got one hand
One hand and a hook
Thanks to Peter Pan

I'm the crocodile
I ate Hook's hand
I liked the taste
I want to eat the other one

I'm Captain Hook
I've got one hand
One hand and a hook
Thanks to Peter Pan

Chant 3

Tinkerbell, Tinkerbell
Fly and find Peter Pan

Hurry up, Tinkerbell
Fly and find Peter Pan

Hook's got the children
You've got to tell Peter Pan

Tinkerbell, Tinkerbell
Fly and find Peter Pan

Answer Key

In the Reader

Before you read

- 1 All the things are in the book except castle, ambulance and some cats.
- 2 Children might include trees, a tree with a door, forest, leaves, birds, nest, rocks, path, green.

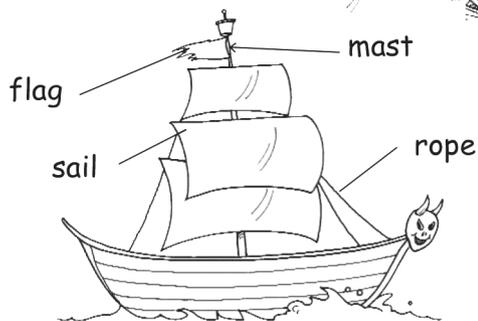
In the photocopyable activities

Activity 1

- 1 Wendy's brother.
- 2 Peter Pan's fairy friend.
- 3 A mean pirate.
- 4 Half fish, half girl.
- 5 Has lots of teeth



Activity 2



Activity 3

- 1 False. He cut off Captain Hook's hand.
- 2 False. They flew by thinking of lovely things.
- 3 True.
- 4 False. Tiger Lily was a native American girl.
- 5 True.
- 6 False. Wendy remembered him.